

Quarter 1

Reading Literature	Reading for Information
<p>*RL.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>*RL.3.2: Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>*RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>*RL.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.10: By the end of year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>*RI.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>*RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>*RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>*RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>*RI.3.7: Use information gained from illustrations (e.g., maps and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>*RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, and first/second/third in a sequence).</p> <p>RI.3.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>

Writing

- W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c) Use temporal words and phrases to signal event order.
 - d) Provide a sense of closure.
- W.3.4:** With support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

Language

- L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b) Form and use regular and irregular plural nouns.
 - c) Use abstract nouns (e.g., childhood).
 - d) Form and use regular and irregular verbs.

e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Capitalize appropriate words in titles.
- b) Use commas in addresses.
- c) Use commas and quotation marks in dialogue.
- d) Form and use possessives.

***L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

- a) Use sentence-level context as a clue to the meaning of a word or phrase.

***L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.**

- a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Foundational Skills

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Identify and know the meaning of the most common prefixes and derivational suffixes.
- b) Decode words with common Latin suffixes.
- c) Decode multi-syllable words.
- d) Read grade-appropriate irregularly spelled words.

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

- a) Read on-level text with purpose and understanding.
- b) Read on-level prose and poetry orally with accuracy, at the appropriate rate, and with expression on successive readings.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a) Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- b) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).
- c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d) Explain their own ideas and understanding in light of the discussion.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Quarter 2

Reading Literature

Reading for Information

New Standards

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., created mood, emphasize aspects of a character or setting).

RI.3.5: Use text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks).

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Review Standards

***RL.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

***RL.3.2:** Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

***RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

***RL.3.4:** Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10: By the end of year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

***RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

***RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

***RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

***RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

***RI.3.7:** Use information gained from illustrations (e.g., maps and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

***RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, and first/second/third in a sequence).

RI.3.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing

New Standards

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a) Introduce a topic and group related information together; including illustrations when useful to aid comprehension.
- b) Develop the topic with facts, definitions, and details.
- c) Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but).
- d) Provide a concluding statement or section.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall relevant information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence in provided categories.

Review Standards
W.3.4: With support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.
Language
New Standards
L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f) Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts). g) Consult reference materials, including beginning dictionaries, as needed to check correct spellings. L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect. b) Recognize and observe differences between the conventions of spoken and written standard English. L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Review Standards
*L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. *L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
Foundational Skills
Review Standards
RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a) Identify and know the meaning of the most common prefixes and derivational suffixes. b) Decode words with common Latin suffixes. c) Decode multi-syllable words. d) Read grade-appropriate irregularly spelled words. RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a) Read on-level text with purpose and understanding. b) Read on-level prose and poetry orally with accuracy, at the appropriate rate, and with expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

New Standards

- SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Quarter 3

Reading Literature

Reading for Information

New Standards

RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RI. 3.6: Distinguish their own point of view from that of the author of a text.

Review Standards

***RL.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

***RL.3.2:** Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

***RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

***RL.3.4:** Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10: By the end of year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

***RI.3.1:** Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

***RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

***RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

***RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

***RI.3.7:** Use information gained from illustrations (e.g., maps and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

***RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, and first/second/third in a sequence).

RI.3.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing

New Standards

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases to connect opinion and reasons (e.g., because, therefore, since, for example).
- Provide a concluding statement or section.

Review Standards

W.3.4: With support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.

Language

New Standards

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- f) Ensure subject-verb and pronoun – antecedent agreement.
- g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h) Use coordinating and subordinating conjunctions.
- i) Produce simple, compound, and complex sentences.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

- c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Review Standards

***L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

- a) Use sentence-level context as a clue to the meaning of a word or phrase.

***L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.**

- a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

Foundational Skills

Review Standards

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Identify and know the meaning of the most common prefixes and derivational suffixes.
- b) Decode words with common Latin suffixes.
- c) Decode multi-syllable words.
- d) Read grade-appropriate irregularly spelled words.

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

- a) Read on-level text with purpose and understanding.
- b) Read on-level prose and poetry orally with accuracy, at the appropriate rate, and with expression on successive readings.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

Review Standards

SL.3.1: Engage effectively in a range or collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a) Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- b) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).
- c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d) Explain their own ideas and understanding in light of the discussion.

Quarter 4	
Reading Literature	Reading for Information
New Standards	
RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
Review Standards	
<p>*RL.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>*RL.3.2: Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>*RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>*RL.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.10: By the end of year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>*RI.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>*RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>*RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>*RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>*RI.3.7: Use information gained from illustrations (e.g., maps and photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>*RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, and first/second/third in a sequence).</p> <p>RI.3.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
Writing	
New Standards	
W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
Review Standards	
<p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4: With support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	

Language

Review Standards

***L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

a) Use sentence-level context as a clue to the meaning of a word or phrase.

***L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.**

a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

Foundational Skills

Review Standards

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

a) Identify and know the meaning of the most common prefixes and derivational suffixes.

b) Decode words with common Latin suffixes.

c) Decode multi-syllable words.

d) Read grade-appropriate irregularly spelled words.

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

a) Read on-level text with purpose and understanding.

b) Read on-level prose and poetry orally with accuracy, at the appropriate rate, and with expression on successive readings.

c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

New Standards

SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.